

RULES & GUIDELINES (R&G) OF THE EXAMINATION BOARDS

OF THE FACULTY OF BEHAVIOURAL, MANAGEMENT AND SOCIAL SCIENCES (BMS) 2022-2023

The four examination boards of the Faculty of Behavioural, Management and Social Sciences (BMS) establish these Rules & Guidelines (R&G). They serve as a regulatory framework for the examination boards and the individual examiners in all educational programmes of the Faculty BMS.

These Rules & Guidelines enter into effect on 1 September 2022.

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Section 1: Scope and authority of the examination boards

1.01 General

These Rules & Guidelines (R&G) are set within the framework of the Dutch Higher Education and Research Act (Wet Hoger Onderwijs en Wetenschappelijk Onderzoek ([WHW](#))), and the Education and Examination Regulations ([EER](#)) for the relevant programmes of the faculty of BMS.

The duties and jurisdiction of the examination boards are defined in Chapter 7 of the WHW. The WHW defines the examination board as the body that objectively and professionally assesses whether a student meets the conditions laid down in the EER with regard to the knowledge, understanding and skills required to obtain a degree (see art. 7.12 par. 2 WHW).

According to the WHW, the duties and jurisdiction of [the examination boards](#) include:

1. to grant permission to a student to take a flexible programme (art. 7.3j WHW);
2. to grant a diploma and supplement (art. 7.11 WHW);
3. to provide advice to the faculty board concerning the adoption, amendment or periodic assessment of the EER (art. 7.12b, par. 1 WHW);
4. to set regulations and directions for assessment, within the framework of the EER (art. 7.12b, par. 1b WHW);
5. to safeguard the quality of the organisation and the procedures of assessment (art. 7.12b, par. 1e WHW);
6. to assess individual student requests for exceptions to the EER (art. 7.12b WHW);
7. to assess cases in which there is a suspicion of fraud, and to determine the consequences if fraud has occurred (art. 7.12b, par.2 WHW);
8. to prepare an annual report about the examination board's activities to the faculty board (Art. 7.12b, par. 5 WHW);
9. to appoint examiners (art. 7.12c WHW).

The examination boards execute their duties and responsibilities on the basis of:

- assessment expertise and disciplinary expertise;
- independent judgement;
- reasonableness and fairness;
- interaction with the programme board and programme management, Centre for Educational Support, programme committees, screening committee, faculty quality team and faculty council.

The examination boards execute their duties and responsibilities with the utmost confidentiality.

1.02 Boards and programmes

The four examination boards in the faculty BMS are listed below, including the programmes that fall under their jurisdiction:

Examination board Behavioural Sciences (EB BS):

- Bachelor Communication Science (B-COM)
- Bachelor Psychology (B-PSY)
- Master Communication Science (M-COM)
- Master Psychology (M-PSY)
- Master Educational Science and Technology (M-EST)

Examination Board Governance Sciences (EB GS):

- Bachelor Management, Society & Technology (B-MS&T)
- Master Environmental and Energy Management (M-EEM)
- Master European Studies (M-ES)
- Master Public Administration (M-PA)
- Master Risk Management (M-RM)
- Master Public Management (M-PM)

Examination Board Interdisciplinary Sciences (EB IS):

- Master Philosophy, Science, Technology and Society (M-PSTS)
- Master Educatie en Communicatie in de Bètawetenschappen (M-ECB)
- Master Educatie in de Mens- en Maatschappijwetenschappen (M-EMM)
- Master Leraar VHO in de Mens- en Maatschappijwetenschappen (M-LMM)

Examination Board Management Sciences (EB MS):

- Bachelor International Business Administration (B-IBA)
- Bachelor Industrial Engineering & Management sciences (B-IEMs)
- Master Business Administration (M-BA)
- Master Industrial Engineering & Management (M-IEM)

1.03 Specific terms of these R&G

The examination boards want to paraphrase other legal and regulatory documents as little as possible. Where relevant, direct references to these documents are made in the text. Appendix 1 includes the terms as used in the Guideline EER 2022-2023.

Terms used specifically in these R&G include the following:

Chamber of chairs: Regular meeting of the chairs of the examination boards. The chamber of chairs has no formal juridical authority.

Registry: A registrar supports each examination board. The registrar is not a member of the examination board. Together with the executive secretary, the registrars form the Registry.

Executive secretary: The executive secretary is a (legal) advisor to the examination boards. The executive secretary is not a member of the examination boards.

Where definitions or terms used in these R&G are in conflict with either the WHW or the EER, the WHW and EER prevail.

Section 2: General

2.01 Composition of the boards

1. The faculty board appoints members of the examination boards for a term of two years. The faculty board consults and asks the examination board for its advice. They can be reappointed twice (art. 7 paragraph 6 BMS [Faculty Regulations](#)).
2. Each programme is represented by at least one board member, who is active as an examiner in this (group of) programme(s). Board members may represent more than one programme.
3. Per board, one external member is appointed in accordance with the requirements set in art. 7.12a, par. 3 sub b WHW.
4. Per board, the faculty board appoints a chair upon recommendation by the joint members of the examination board. If the members of the examination board fail to reach agreement on the chair, the faculty board has the decisive vote.
5. The chairs and/or members of the examination boards are encouraged to complete the SUEQ/SKE.

2.02 Meetings

1. The examination boards meet on a regular basis. Additional meetings can be held if the boards so desire. The scheduled meetings are published on the [examination boards' website](#).
2. The registrars prepare the meetings with the chair.
3. The meetings and documents of the examination boards are confidential.

2.03 Decisions

1. The examination boards take decisions in a meeting or via e-mail correspondence.
2. The registrars gather the documentation for individual student requests, issue their advice on the case and draft a decision.
3. Decisions are taken by a majority of the votes cast. In the event of a tie, the chair has the decisive vote.
4. Members of the examination board will abstain from voting concerning requests or fraud cases in which they are involved either personally, or in their role of teacher or examiner.
5. All decisions, and related documents, are exclusively filed in JOIN, in accordance with the [University of Twente Archive Management Regulations 2019](#).
6. The examination board can seek advice from staff or external experts.

2.04 Mandates

1. Any mandates issued by the examination boards to any other body shall be clearly defined in writing to such other body. All such mandates are listed in appendix 2 to these R&G.
2. The bodies to which mandates have been issued will inform the examination board on a regular basis to be determined by the examination board in question of all decisions taken regarding these mandates in writing.
3. The examination boards can withdraw mandates issued at any time.

2.05 Chamber of chairs

1. The chairs of the examination boards meet once every six to eight weeks in the so-called chamber of chairs. If desired or necessary, they may cancel or add meetings. The scheduled meetings are published on the [examination boards' website](#).
2. The chamber of chairs has no juridical authority. Its goal is to exchange best practices and draft policies aimed at maintaining and increasing the overall quality of the work of the individual examination boards and to streamline processes and procedures where desired, necessary and/or possible.

3. The members of the chamber appoint a chair from their midst on the basis of consensus. In the event that no consensus can be reached, the joint members will request the faculty board to decide.
4. The meetings and documents of the chamber of chairs are confidential.

2.06 Annual report

1. The examination boards report on their activities in their annual report to the faculty board.
2. The annual report contains at least:
 - a. An overview of activities taken to safeguard the quality of exams;
 - b. A quantitative and qualitative evaluation of the activities and decisions, in line with art. 1.01 of these R&G;
 - c. A critical self-assessment and preview.

Section 3: Diplomas and transcripts

3.01 Dutch grading system

The Dutch grading system, used in university education, consists of grades on a 1 to 10 scale, as given in the following table, in which 10 is the highest grade, 6 the minimum pass and 1 the lowest grade. Test results are expressed in a grade from 1 to 10 with one decimal place, or as “pass/fail”. Examination results of a study unit are expressed in half grades according to the rounding system contained in article 3.3, sub 5 EER.

<u>Mark</u>	<u>Definition</u>
10	Excellent
9	Very good
8	Good
7	Satisfactory
6	Sufficient
5-1	Fail

In some instances special marks are registered in the student information system Osiris. These include the following:

Special marks

C4	Compensated 4
C5	Compensated 5
F/NVD	Fail (<i>in Dutch: Niet Voldaan</i>)
P/V	Pass (<i>in Dutch: Voldoende</i>)
EX/VR	Exemption (<i>in Dutch: Vrijstelling</i>)

NVD, V and VR are currently no longer entered, but are still mentioned in diploma supplements for study units completed before 1 September 2019.

3.02 Diplomas

1. As proof that the final examination has been completed successfully, the examination board issues a diploma, after the executive board has declared that the procedural requirements have been met (art. 4.3 sub 1 EER).
2. Diplomas and supplements are signed by the (vice-)chair of the examination board or, if absent, by one of the (other) members of the examination board.
3. The thesis supervisor or a representative appointed from the list of examiners by the programme director can co-sign the diploma.

3.03 Graduation with distinction (cum laude)

1. Requirements for a graduation with distinction on the diploma are defined in the programme-specific appendices (PSA) to the EER.
2. If the student meets the requirements, the examination board grants a “cum laude” judicium (art. 4.4 EER).
3. Depending on the programme, either the student or the thesis supervisor can submit a motivated request for graduation with distinction to the examination board if the requirements are not met.
4. The examination board advises the programme director on the requirements for graduation with distinction.

Section 4: Examiners

4.01 Appointment of examiners

1. The examination board appoints examiners upon request by the programme director before the start of the academic year. To that end, and before the start of the next academic year, the examination board will supply the programme management with a list of potential examiners with qualifications and a deadline for the programme management to submit its request. A roadmap specifying the actions and deadlines for all stakeholders involved is attached as appendix 3 to these Rules & Guidelines.
2. In case of an urgent appointment during the academic year, the programme director requests the examination board to appoint an examiner, using the related form, stating:
 - a) the necessity of the appointment;
 - b) the examiner's expertise and qualifications.
3. The examination board can terminate the appointment of examiners during the academic year. The examination board motivates the decision to the programme management.
4. For each study unit, the programme management indicates an examiner. If there is more than one examiner in a study unit, the programme director indicates a coordinating examiner, who ensures that all examiners involved assess and grade the tests and exams of the study unit in accordance with agreed-upon standards and determines the final grade for the study unit.

4.02 Criteria

The examination boards distinguish two types of examiners:

- a) examiners who are appointed for an entire programme and thus can act as examiner in all study units (including the thesis) of that programme for which they qualify based on their expertise;
- b) examiners who are only/exclusively appointed to assign and validate the grades of bachelor and/or master theses of (a) selected programme(s).

The following criteria apply to all examiners:

1. The examiner is a member of the academic staff (in Dutch: *Wetenschappelijk Personeel* or *WP*) of the University of Twente (UT) or has a so-called NOP appointment with the UT. External parties/experts cannot be appointed as examiner, but instead can act as advisor, e.g. to a thesis committee.
2. The examiner must have a UTQ certificate from the UT or another university, or equivalent¹.
3. Some examiners have received dispensation² from the obligation to obtain a UTQ based on UT-wide policy, i.e.:
 - Staff with a contract of 8 hours per week or less;
 - Staff in UT employment since 1 January 2011 or before with 20 years or more of teaching experience;
4. The examiner must meet the conditions for English language proficiency as set in the [UT language policy](#) (i.e. C1/C2). Examiners in entirely Dutch-taught programmes are exempted from the English language proficiency requirement. In deviation from (section 1.3.5 of) the general UT language policy, examiners in Dutch-taught programmes who are non-native Dutch speakers must demonstrate to possess a C1/C2 level of Dutch.
5. Examiners without a UTQ certificate (or equivalent) and/or who do not meet the language proficiency requirements can be appointed with a waiver. This waiver is valid for a maximum duration of three

¹ Equivalent certificates include: 1. a Dutch or foreign teaching qualification for secondary school teaching, supplemented with a reflection on the UTQ competences focused on the application of teaching theory in the university context. The Dean/director determines whether the reflections justify UTQ exemption; 2. A foreign teaching qualification for higher education, comparable with the UTQ of the 3TU. 3. The VELON certificate for teacher trainers.

²<https://www.utwente.nl/en/ces/celt/utq/>

consecutive academic years³, and is conditional on the examiner being in the process of acquiring the UTQ certificate as confirmed by HR (AFAS). Examiners who, after the three-year waiver period, have not acquired the UTQ certificate and/or do not meet the language requirements, will no longer be appointed as examiner.

In addition, the following criteria apply in order for an individual to be appointed as examiner under a. (i.e. examiners appointed for an entire programme):

1. the examiner for study units in MSc programmes has a PhD degree in a field relevant to the programme.
2. the examiner for study units in BSc programmes holds at least a MSc or MA degree in a field relevant to the programme and preferably holds a PhD degree or is conducting PhD research.
3. all thesis committees consist of at least two examiners, at least one of whom has a PhD degree.
4. examiners whose employment relationship with the UT ends (e.g. due to retirement or job switch) while sitting on (a) thesis committee(s), may continue to sit on these committees as examiner until the students concerned have graduated, with the prior written approval of the corresponding examination board.

In addition, the following criteria apply in order for an individual to be appointed as examiner under b. (examiners who are only appointed to assign and validate the grades of bachelor and/or master theses):

1. the examiner holds at least a MSc or MA degree in a field relevant to the programme and preferably holds a PhD degree or is conducting PhD research
2. all thesis committees consist of at least two examiners, at least one of whom has a PhD degree.
3. examiners whose employment relationship with the UT ends (e.g. due to retirement or job switch) while sitting on (a) thesis committee(s), may continue to sit on these committees as examiner until the students concerned have graduated, with the prior written approval of the corresponding examination board.

The examination board has the authority to make individual exceptions to the criteria as mentioned under Article 4.02.

³ According to 4TU-UTQ regulation, paragraph 2.1 <https://www.utwente.nl/en/ces/celt/utq/4tu-utq-regulation-def-uk-08-03-17.pdf>

Section 5: Assessment

5.01 General guidelines

The following general guidelines apply to assessment:

1. Each study unit must have explicit learning goals.
2. The format of assessment of each study unit is described in the Programme-Specific Appendix to the EER, the manual of the study unit and the assessment policy of the selected programme.
3. A substantial part of the assessment of each study unit shall be based on individual student work.
4. Detailed information about the assessment in a study unit, including schedules, the way in which the final grade is calculated, and the options for re-sits (if any) is described in an assessment plan which is communicated to students two weeks before the start of the study unit.
5. For each written test the default cover sheet must be used. Moreover, tests are subject to the *Rules of Order for testing*. Examiners are expected to inform students about the rules of order prior to the test. The cover sheet and Rules of Order for testing can be found on the website of the examination boards: <https://www.utwente.nl/en/bms/examboard/for-examiners/information/cover-sheet/>.
6. Compliance with privacy regulations requires that assessment results are only shared with the examinee, relevant bodies in the university organisation and the accreditation authorities, unless explicitly allowed by the examinee. The assessment results can be published individually on the electronic learning environment (Canvas) sites of the related study unit as long as they are only visible for the relevant student (or, in the case of a group assignment, group of students).

Section 6: Student requests

6.01 General

The examination board only handles complete requests.

1. Students seeking an exception to the EER have to send in a written request, using the application form via the [website](#) of the examination boards. Requests have to be written in English.
2. Requests are only handled if submitted in time and accompanied by all required and relevant documentation. Requests have to be motivated, including the reference to the rule from the EER that applies to the subject of the student's request. Information on conditions, as well as sample letters are published on the website of the examination boards.
3. A complete and detailed recent study progress overview (SVO/SPO) from Osiris has to be added by the student in all cases.
4. Student requests submitted because of personal circumstances will not be handled, unless the student has notified the study advisor in a timely manner of the circumstances and the study advisor has confirmed them in writing.
5. Personal circumstances have to be directly and uniquely related to the failing or impossibility to sit the test.
6. The examination board communicates its decision via (UT-student) e-mail within eight weeks of receipt of the request. If the decision cannot be taken within eight weeks, the examination board will inform the applicant specifying a reasonable period within which the decision can be made.
7. The examination board only handles complete requests. In case of an incomplete or inadequate request the board may set a deadline for correction. If the student fails to complete the request before this deadline, the request will be withdrawn from consideration. If a correction term has been granted, the term referred to in paragraph 6 above will be extended by the time necessary to complete or correct the request.

6.02 Specific requests

Regarding specific requests, the examination board decides within the following framework:

1. [Change the public nature of an oral examination or test](#)
Students wishing to change the public nature of an oral examination or test have to discuss that beforehand with the examiner of the study unit. The examiner has to confirm the necessity and possibility of the requested change to the examination board.
2. [Change the format of an examination or test](#)
The request to change the format of an examination or test has to be discussed beforehand with the examiner of the study unit. If the request is due to personal circumstances, the student is supposed to submit a declaration of personal circumstances issued by the study advisor. The examiner has to confirm the necessity and possibility of the requested change.
3. [Graduation with distinction \(cum laude\)](#)
If a student does not meet all requirements defined in the programme-specific appendix to the EER, upon request, the examination board may nevertheless decide to grant graduation with distinction on the basis of proven specific and exceptional circumstances and/or achievements. The examination board takes into account the following to arrive at its decision:
 1. If the student fails to meet two or more 'cum laude' requirements, as set out in the programme-specific appendix, the request will be unsuccessful;
 2. A request will be unsuccessful in case the student does not meet the average grade requirement as defined in the programme-specific appendix to the EER;
 3. A request will also be unsuccessful in case the student does not meet the grade requirement for the thesis as defined in the programme-specific appendix to the EER;

4. Reasons for the exam board to deviate from the 'cum laude' requirements as defined in the programme-specific appendix to the EER may be found in:
 - uniquely and directly related personal circumstances, which have to be confirmed by the study advisor;
 - force majeure;
 - a study delay caused by the student's decision to invest time and effort in extracurricular activities (e.g. activities under the [FOBOS scheme](#));

To qualify the student will have to demonstrate to possess academic excellence, i.e. being a motivated and hard-working student alone does not suffice. In their request, students or the thesis supervisor have to substantiate their request with facts why they possess a sufficient level of academic excellence to qualify for a cum laude distinction without meeting the requirements and/or why a selected 'cum laude' requirement as defined in the programme-specific appendix to the EER has to be waived.

4. [Elective programme \(free/individual programme\)](#)

A request for an elective (free/individual) programme (article 7.3j WHW, article 2.4 EER) has to be discussed beforehand with the programme management (programme coordinator and/or study advisor) of the study programme involved. The outcome of the discussion should be mentioned in the motivation letter/request by the student. The examination board decides on the request, taking into account the cohesion of the elective programme, the relevance of the elective/free programme for the student, and the way in which intended learning outcomes of the programme are met by the elective programme.

5. [Exemption from \(parts of\) a study unit](#)

An exemption from (parts of) a study unit is granted if the examination board is convinced that the student possesses the knowledge, insight and/or skills covered by the (part of the) study unit concerned. A request for an exemption has to be accompanied by formal evidence (e.g. diplomas and literature studied) and has to be acknowledged beforehand by the examiner(s) of the (part of the) study unit.

The exemption request must be submitted using an exemption form (see procedure) at the latest six weeks before the start of the study unit in order to receive a decision before that start of that study unit. If the exemption is granted, the credits of the exempted (part of the) study unit will be registered in Osiris.

If a request for an exemption is received by the examination board within six weeks before the start of or during the study unit, the decision will be postponed until after completion of the study unit.⁴

The student is strongly advised to participate in the study unit and must in principle take part in the (next) regular scheduled exam/test pending the decision.

6. [Extend validity of test result](#)

Upon the request by the student, the examination board can, in individual situations, extend the validity of test results. A request must be well motivated, stating the proposed period of extension and a study plan. Before submitting a request, the student is urged to examine the programme's pass-fail and validity of grade provisions in the programme-specific appendix to the EER. If those requirements are met, the student does not have to file a request with the examination board.

Valid reasons for an extended validity of results may be:

- directly and uniquely related personal circumstances, confirmed by the study advisor;
- force majeure

⁴ The 6-week period is set because of the response time for the examination board and to prevent unnecessary disturbance of study units such as the falling apart of working groups during a study unit (in several parts of the study unit) due to the withdrawal of a student.

- the student has a [top-level sport or top-level arts status](#);

The student will have to substantiate the reasons for the request. If the PSA contains a maximum period of validity of results which has been exceeded, the student will also have to demonstrate that the knowledge acquired through the (part of the) study unit concerned is still present and not outdated.

In order to receive a decision before the start of the study unit concerned, the student has to submit the request at the latest six weeks before the start of the selected study unit. The examination board may defer handling late requests until the end of the (part of the) study unit concerned. Pending the decision the student is expected to take part in the (next) regular exam/test.

7. [Extra examination or test opportunity](#)

In exceptional cases, the examination board can grant one extra test opportunity within a selected study unit in addition to the maximum number of regular test opportunities for that selected study unit (as defined in the EER and/or study manual). The examination board distinguishes two situations in which students are eligible to take part in an extra test opportunity:

1. Students whose completion of their studies depends on one single test. The examination board takes into account the following to arrive at its decision:
 - A request can only be submitted when all other, but the one, study units of the study are graded and successful completion of the final study unit depends on a single test;
 - A request will be unsuccessful in case the next regular test opportunity is within six months after the last but the one test has been graded;
 - A request will be unsuccessful in case the student did not (when possible) sit the test at least two times within the recent academic year and attained a score of at least 4.0 for each test.
 - the student meets all other fail-pass rules of the study unit;
2. A student fails to pass (part of) a study unit due to personal circumstances (see also 6.01 sub 4). The examination board may decide positively on the request only if all of the below apply:
 - the personal circumstances are directly and uniquely related to the failing or impossibility to take part in the test;
 - the personal circumstances are caused by force majeure or because the student has a [top-level sport or top-level arts status](#);
 - when possible the student took part in the other regular test opportunities, when this is not the case the student should present a substantiated reason;
 - applicable circumstances have been reported to the study-advisor in a timely manner
 - in case of inability to write the test, this has been reported to the examiner and/or study advisor in a timely manner

For both Point 1. and 2., a request will be unsuccessful in case:

- the next regular test opportunity is within six months after the final regular test opportunity.
- there are no serious consequences for the student (e.g. study delay). If this criterion applies while the other criteria under 2 also apply, the student could consider a request for extension of validity of related test-results of the study unit.

An extra test opportunity is only given once for one specific exam or test per academic year and should be equivalent to the original test format. Students have to demonstrate and specify how they meet each of the criteria set under 1 or 2 above. Granted extra test opportunities are valid only until

the next regular test opportunity. When an extra opportunity is granted, then related test-results of the study unit will not expire until the opportunity is fulfilled. Depending on the situation an extra opportunity may be granted for the next academic year.

8. [Language of the thesis](#)

The examination board may allow deviation from the requirements within the EER regarding the language of the thesis. A request has to include explicit permission of the thesis first examiner and/or the graduating organisation.

9. [Electives and prerequisites](#)

The examination board can mandate specific commissions, working groups or any other body (see article 2.04) to take decisions on its behalf. Appendix 2 to these Rules & Guidelines lists the various mandates regarding these subjects for the examination boards.

10. [Postpone degree certificate](#)

The request to postpone (the final examination and) the presentation of the diploma has to include the reason(s) for postponement, the preferred duration of postponement and, if applicable in case of extra-curricular courses, a written consent by the programme. The maximum duration of postponement is 12 months. A request will be unsuccessful in case the student did not obtain the 'green light' decision for the thesis and has not yet completed all other study units.

11. [Public nature of the thesis \(confidentiality\)](#)

Theses are public and published in the university repository. Confidential data can be added in annexes open only to selected bodies in the university and to the accreditation authorities. The examination board involved can deviate under specific circumstances from this rule. Students have to send in a detailed motivation if they think their thesis should be archived confidentially. Requests must be submitted as early as possible, preferably before the start of the thesis project, and must be accompanied by a written statement by the thesis supervisor and, if applicable, the third party requiring the confidentiality.

Section 7 Regulations regarding order, calamities and academic misconduct (Fraud)

The examination boards of BMS and programmes of BMS decided to use the fraud regulations, stated in the Students' Charter. They complemented these general regulations with specific faculty regulations. The complemented text is stated in Italic.

7.01 Fraud and plagiarism

Scientific integrity is one of the key values for academic professionals and students. Violation of this scientific integrity (scientific misconduct) detracts from the contribution of science to society. As a member of the scientific community, students have to embrace and respect these important values. Scientific misconduct includes actions or negligence that detracts from the scientific integrity of the university, but also of the individual student and teacher.

A test or examination is intended to assess the knowledge, insight or skills of students (Article 7.10 WHW).

The examination board of each educational programme drafts its own rules on cheating/fraud, which may include additional provisions. In these rules is specified what action will be taken in cases of (suspected) cheating/fraud and that the examination board will decide whether cheating/fraud has occurred.

Cheating/fraud refers to any action or negligence on the part of a student that precludes an accurate assessment of the student's knowledge, understanding and skills.

In any event, the following situations are concerned cases of cheating/fraud:

1. During a test or exam, the student uses (any form of) assistance, resources or devices (electronic or technological) other than the ones whose use the examiner or supervisor has permitted prior to the start of the study unit and/or examination or test, or whose use the student knew or ought to have known was not permitted;
2. The student behaves in a manner that before the start of the study unit and/or examination or test was indicated by the examiner or supervisor to be fraudulent, or that the student knew or ought to have known was not permitted. This includes, but is not limited to, situations in which the student:
 - a. procures or receives copies of a test or examination before the test or examination takes place;
 - b. cheats, whether or not by:
 - using cheat sheets or crib sheets (*possessing or having access to unapproved resources*);
 - copying the work of others during the test or examination *or in general*;
 - allowing others to copy work during the test or examination *or in general*;
 - sending or receiving (text) messages or photographs;
 - c. communicates (in person or with the aid of electronic or other devices) with someone other than the examiner or supervisor during the test or examination before the work is handed in
 - d. has sources at their disposal that are not allowed during the test or exam, e.g. a mobile phone or a smartphone, with which access can be gained to unpermitted resources;
 - e. uses writing paper other than that provided by the UT for a test or exam, unless this has been expressly permitted;
 - f. visits the bathroom without permission;
 - g. engages in identity fraud, such as pretending to be someone else or being represented by someone else, or allowing someone else to impersonate them during a test or examination
3. The student engages in other kinds of cheating/fraud, such as:
 - a. manipulating research data in (group) assignments;
 - b. falsifying data (for example, by filling in questionnaires or answering interview questions oneself);
 - c. 'free-riding': i.e. not or hardly contributing to a group assignment.
 - d. copying or taking home examination material.

- e. Contract cheating: hiring a (professional) tutor that produces exam material in the name of the student in return for a (non-)monetary compensation.
4. **Plagiarism** is a particular kind of cheating/fraud, which occurs when the student uses someone else's work or previous work of their own, without correct referencing. This includes, but is not limited to:
- a. copying or using (parts of) other people's work (original terms, ideas, results or conclusions, illustrations, prototypes) and presenting it as one's own work; in addition using parts of another text (printed or digital) without referencing (also if minor changes have been made), is considered to be plagiarism;
 - b. using visual and/or audio materials, test results, designs, software and program codes without referencing, and presenting that as one's own original work;
 - c. using verbatim citations without clear referencing or without a clear indication of quotation (e.g., by omitting quotation marks, indentation, empty lines, etc.) and thereby creating the false impression that (part of) these citations is/are one's own original work;
 - d. referring to literature that one has not read oneself (e.g. using references taken from someone else's work);
 - e. using texts that have been written in collaboration with others without explicitly mentioning this to be the case; or having others – paid or unpaid – write texts for you (ghost writing and/or contract cheating); submitting work that has already been published in whole or in part elsewhere (e.g. work from other courses or educational programmes), without references to the original work.
5. **Tort/unlawful act;**
6. **Forgery;**
7. **All other forms of academic misconduct than those mentioned in par. 2a to 2e, to be determined by the examination board.**

Procedure

If an examiner or invigilator has a motivated suspicion of fraud *before*, during or after an examination (test), the examiner/invigilator makes a note of this on the student's examination (test). *The examiner also notes the circumstances surrounding the irregularity and fills out the [Notification of fraud form](#). Suspected plagiarism is reported by the examiner in a [Notification of plagiarism form](#).*

The examiner/invigilator has the right to confiscate devices and other resources the use of which is not permitted during an examination (test).

The student has the right to finish the examination (test).

The examiner/invigilator reports the suspicion of fraud in writing (per Notification of fraud/plagiarism) to the examination board. This rule also applies in case of a suspicion of fraud in a (part of a) study unit, such as an assignment, presentation or essay.

This written report should at least contain the following information (mail to [examination board BMS](#)):

- a) Name student involved including student number
- b) Study unit name and code. If necessary mention the specific part of the study unit in which the fraud/plagiarism was detected.
- c) Written information on the suspected fraud/plagiarism detected and/or what conduct or misconduct occurred during the examination/test.
- d) Additional information (e.g. evidence from plagiarism software).

The examiner must notify the student involved of the suspected fraud. The assessment of the assignment/examination/test needs to be put on hold.

Subsequently, the examination board will proceed as follows:

- 1. The examination board will investigate the notification and will hear the examiner as well as the student involved: students will be given the opportunity to share information and are obliged to

answer any question from or supply requested information to the examination board, to enable the examination board to come to a well-informed decision.

2. The examination board will determine whether fraud has occurred and if measures or penalties will be taken/imposed.
3. The examination board will inform the student involved of its decision in writing.

Measures or penalties

The examination board decides about the penalties the student will receive if fraud is actually established.

The examination board may give the student a warning or exclude a student who commits an academic offence from sitting the examination, test or other part of a study unit. In extreme cases or repeated fraud the student can be excluded from the examination up to a maximum of one (1) year.

If a student commits fraud repeatedly, the examination board may exclude a student from sitting all programme examinations and tests up to a maximum of one (1) year. A student is not allowed to replace the study unit in which the academic offence occurred with another study unit while the penalty is in force.

If a student commits serious (repeated) fraud, the examination board may request the Executive Board to end the student's enrolment in the programme at the University, *with effect from the month following the month the final judgement was made known to the student.*

For the right to appeal against a decision taken, based on these regulations, art. 8.6 BSc and MSc EER will apply.

In the event that the examiner has objective grounds to seriously question the reliability of an (off-campus) test, the examiner may invalidate the test as a whole, or the test results for all or a group of students, after consulting the responsible examination board. In the event that the examination board has objective grounds to question the reliability of a test, it may request the examiner to invalidate the test as a whole, or the test results for all or a group of students.

Information to third parties

In principle all information regarding penalties imposed on students for fraud remains with the examination board and is shared only with the programme where the student is enrolled. There is, however, an exception:

- In the event that an examination board penalises a student who is not enrolled in the relevant programme, or in the faculty BMS, the examination board will notify the examination board of the programme or faculty where the student is enrolled of the penalty imposed and the reasons to do so. The student will be informed of such notification.

7.02 Rules of order for testing

This article describes the rules and procedures to be followed for examinations and tests. It applies to examinations and tests in the study programmes covered by these Rules & Guidelines. The article starts with general rules of order, followed by any specific rules applicable to digital on-campus or remote testing. Depending on the nature of an examination or test, additional rules may be set. These will be stated on the cover sheet of the test in question.

Terminology

A *test* is the actual set of questions and assignments that students have to answer and perform. Examination refers to the process in which they do so.

An *examiner* is the person responsible for developing and taking the test and (afterwards) for assessing the results. In contrast, an *invigilator* is a person supervising the examination. They may be one and the same person.

General rules applicable to testing

All students are expected to be familiar with specific behaviour related to academic standards and values, scientific integrity and other specific rules that have been explained to them prior to a study unit or examination (test). If students behave inappropriately compared to these behavioural rules during the course of a study unit or during an examination (test), this will be considered attempted fraud and will be reported to the examination board.

1. During the examination students may only have access to resources (e.g., books, notes, devices, websites, hard/software) that are explicitly approved by the examiner. Possessing or accessing unapproved resources is considered attempted fraud.
2. During the examination students are not allowed to communicate (e.g., verbal, non-verbal, digital) with others aside from the examiner/invigilator. Any violation of this will be considered attempted fraud.
3. During the examination students are not allowed to copy, share and/or spread the examination questions, answers or related information in any form. The examiner/invigilator has the right to check this. Any violation of this will be considered attempted fraud.
4. In case of attempted fraud (e.g. points 1-3) the student may finish the examination and the Examination Board will be informed afterwards.
5. The examination officially starts and ends at the instigation of the examiner/invigilator. When the end is announced, all students should stop writing. Students should follow the procedure for handing in their results as announced by the examiner/invigilator.
6. Students should follow any additional rules and procedures announced by the invigilator. Any failure to do so will be reported to the examination board.

Additional rules applicable to written (on-campus) testing

1. Students may enter the room 15 minutes prior to the start⁵ of the examination, and will be admitted until 30 minutes after the start.
2. Students may not leave during the first 30 minutes and the last 15 minutes of the official period of examination.
3. Students who did not register may only take part if there are enough seats and test copies/Chromebooks available. Registered students have precedence. To make sure enough copies/seats for registered students are available the examiner/invigilator may ask unregistered students to wait for 30 minutes after the start before they receive a test copy /seat.

⁵ In general start time and end time refer to the official start time and end time of the examination as listed on the cover sheet. All rules apply to both electronic and non-electronic exams.

4. The student ID card⁶ should be placed visibly on the table throughout the examination and presented to the examiner/invigilator upon a request for identification.
5. Restroom visits are not permitted during the first 60 minutes and last 30 minutes of the examination. Outside of this timeframe, restroom visits can only take place after consultation with the examiner/invigilator. Only one person at a time can be allowed to visit the restroom. Where necessary and feasible,⁷ an examiner/invigilator will accompany the student to the restroom.
6. Before the start of the examination students should place bags and/or coats in the designated area. Whenever possible, unapproved resources (e.g., mobile phones, smart watches, wearables, notes) must be placed in the bags and switched off.
7. Students must hand in their examination form personally to the examiner/invigilator and sign off on the attendance list, if indicated. If the ID has not been checked during the examination, the student must show it to the examiner/invigilator before leaving the examination room.

Additional rules for digital remote testing

1. Electronic remote examination starts and ends automatically.
2. Remote examinations are subject to the guidelines issued by the examination boards.
3. Online proctored examinations are subject to the [UT General Guidelines and Privacy Statement](#).
4. In case of a suspicion of fraud, teachers may decide to invite the student for an oral examination or additional tasks. The examiner must inform the examination board per [Notification of Fraud form](#) if the suspicion of fraud has not been removed.
5. Before closing, students must take a selfie-screenshot of the final screen of their examination and store it. In case of calamities, this is the proof of having taken the exam.

7.03 Regulations in case of calamities during written tests

Authorisations and responsibilities

Several people are involved in digital tests and responsible in the event of a calamity. Their role and responsibility are set out below (one individual may enact multiple roles):

Examiner: the examiner is responsible for the procedure of testing, the content of the test, the interpretation of test results and the publication and archiving of test results. The examiner is therefore responsible at all times for the content and course of the test. The examiner is therefore present during (the start of) the test-taking and decides on any changes to the test-taking, such as postponement, termination of the test and alternative test-taking.

E-invigilator: a student-assistant who ensures (under the responsibility of the examination coordinator) that the facilities are present at the test location and are cleaned up afterwards. This involves placing Chromebooks in the room and storing them again after the test. During the test they are the first-line assistance for log-in and technical problems.

Supervisor: responsible for the orderly conduct of the test and for preventing fraud. The supervisor gives the start signal for the test in the room and also the signal for the end of the test. The supervisor is responsible for the implementation of the student seating plan as specified by the examination office. The supervisor can appoint one or more invigilators who can take over this task from him. The examination office can supply invigilators on request. During the test students must be able to identify themselves with their student card with the invigilator.

⁶ Failing that, a certified ID is also allowed. This applies to students who forgot their student card or (in rare cases) do not yet have one. A certified ID is a passport, driver's license, or any other official proof of identity that bears both the student's name and a photograph.

⁷ Accompanying students to the bathroom may not be necessary, as in Therm where restrooms are not accessible from anywhere but the examination room, and it may not be feasible, as in cases where there is only a single examiner/invigilator.

Exam coordinator: responsible for the smooth running of the digital test. The examination coordinator is responsible for ensuring that the keys are ready on the computers, that the key's home screen is visible and that the key has started in secure mode. The examination coordinator is supported by technical and functional management. In the event of technical malfunctions and calamities, the examination coordinator is the first point of contact and is in contact with the examiner.

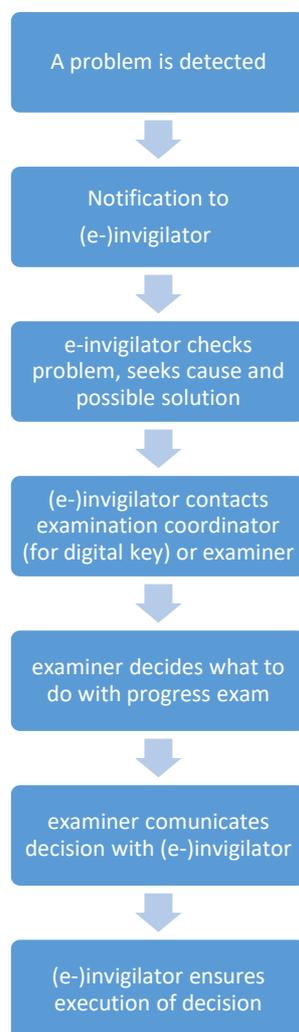
Rules of order in the event of calamities on campus

1. If a calamity occurs or is about to occur shortly before the start of an examination (test) or during an examination (test), both examiner and invigilator are authorised to act as specified in these regulations. All students have to follow the instructions of the examiner/invigilator.
2. If a calamity occurs or is about to occur shortly before the start of an examination (test), the following procedure applies. The examination (test) will be postponed immediately. The examiner will set a new examination (test) date, in consultation with the programme director.
3. This new examination (test) date is binding. The new examination (test) has to take place within one month of the initial examination (test) (excluding holidays). The new examination (test) date will be published within three working days after the calamity and in accordance with the regular procedures.
4. If a calamity occurs or is about to occur during an examination (test), the following actions, if possible, have to be taken:
 - a. All examination (test) papers (cover sheet and such) are filled out completely at the start of the examination (test), with the student's name, student number and signature.
 - b. All those present follow the instructions of the responsible authority, and/or of the examiner/invigilator and leave the examination room immediately upon their order.
 - c. Students leave their examination (test), Chromebook and all other papers on the table in the examination room.
 - d. If students already started making their examination (test), the examiner determines, if this is reasonably possible, the result based on the partly made examination (test).
5. If the examiner cannot determine the result as specified in article 4d, the examiner will set a new examination (test) date, in consultation with the programme director. The new examination (test) has to take place within one month of the initial examination (test) (excluding holidays) and is open for all students who registered for the initial examination (test).
6. Regulations in case of a calamity apply in case of any official alarm signal.

Rules of order in the event of remote testing (off campus)

In case of malfunctioning equipment, connections or other sudden changes in circumstances which prevent the student from proceeding with the exam, the student must notify the examiner immediately by e-mail or regular phone. The student must take pictures or screenshots as proof of the failure. If this is not possible, the student must record the details of what happened and notify the examiner as soon as possible.

Decision-making process during calamities during digital tests (on campus, or remote)



Possible solutions or alternatives for malfunctions during a digital test

Problem	Prerequisite for action	Who takes action?	Who decides?	Solution/alternative
Hardware problem of individual student	Hardware out of order	E-invigilator	E-invigilator	Provide a spare
Network malfunction individual student	Close examination programme and restart	E-invigilator	E-invigilator	Provide backup copy if necessary
Network failure/power outage for multiple students and solution not available within 30 minutes after notification of Examination Coordinator		E-invigilator contacts examination coordinator. Examination coordinator contacts examiner.	Examiner decides and informs examination coordinator and invigilator about discontinuation	Offer students a digital re-sit within 2 weeks of original test date, unless examination board decides otherwise.

Section 8: Safeguarding Assessment Quality

8.01 Procedure

1. In safeguarding the assessment quality, the examination boards focus on 5 levels:
 - programme assessment plan (incl. final attainment targets);
 - examinations, based on assessment plans, module/study unit descriptions, student evaluations and reports of the test committee (incl. link between learning outcomes and final attainment targets);
 - theses, based on reports on reassessments of theses;
 - qualifications of examiners (appointment based on requirements as determined in R&G art. 4.01 and 4.02);
 - test organisation (R&G art. 5.01)
2. The examination boards have (if applicable) at least two meetings a year with the programme management to discuss assessment quality. For this purpose an SAQ-protocol and checklist have been made.

Section 9: Derogation, appeal and changes

9.01 Procedure

1. In cases of demonstrably compelling unreasonableness or unfairness, the examination boards may allow derogation from the provisions of these R&G.
2. In case of a clear and apparent error in the publication of a test or examination result, all parties, including the student, have the obligation to report the error as soon as possible to one another and to cooperate in finding a solution for any consequences that are to the disadvantage of the student.
3. The examination boards will decide in all cases that are not provided for in these R&G.
4. Students can submit an appeal against a decision by an examiner and/or an examination board in writing to the Student Services' [Complaints Desk](#) at the university's Centre for Educational Support within 6 weeks of notice of the decision.
5. The examination boards will evaluate these R&G on a yearly basis. The current R&G are published on the [website](#) of the examination boards. Changes to these R&G during the academic year cannot be to the disadvantage of students.

Appendix 1: Glossary of terms and definitions

- Academic year:** The period beginning on 1 September and ending on 31 August of the following year.
- Assessment:** Assessment is a systematic process of fostering, evaluating and certifying student learning. The process includes the design, development and implementation of assessment tasks, and the judgement and reporting of student learning performance and students' achievement of specified attainment levels.
- Assessment schedule:** A schedule showing the method of assessment for a module.
- (Binding) recommendation on continuation of studies (Bindend StudieAdvies, BSA):** A recommendation on continuation of studies as referred to in Article 7.8b, paragraph 1 and 2 WHW involving expulsion from the programme in accordance with Article 7.8b, paragraph 3 WHW, issued by the programme director on behalf of the institutional administration.
- BMS:** The faculty of Behavioural, Management and Social sciences.
- BOZ:** Bureau Onderwijs Zaken (Educational Affairs Office) of the faculty BMS.
- Canvas** University of Twente's digital learning environment.
- Core programme:** The study units from the curriculum that apply to all the students following a programme.
- Credit:** A unit of 28 study workload hours, in accordance with the European Credit Transfer System. A full-time academic year consists of 60 credits, equal to 1680 hours of study (Article 7.4 WHW).
- Curriculum:** The aggregate of required and elective study units constituting a degree programme as laid down in the programme-specific appendix.
- Degree programme:** degree programme as referred to in the programme-specific appendix to these education and examination regulations.
- Examination:** An evaluation, performed to conclude a study unit, of the student's knowledge, understanding and skills as well as an assessment of the outcomes of that evaluation (Article 7.10 WHW); an examination may consist of a number of tests.
- Examination Board:** The body that objectively and professionally assesses whether a student meets the conditions laid down in the education and examination regulations regarding the knowledge, understanding and skills required to obtain a degree (Article 7.12 WHW).
- Examiner:** The individual appointed by the examination board to administer examinations and tests and to determine the results, in accordance with Article 7.12 paragraph c WHW.
- Exemption:** The decision of the examination board that the student has knowledge and skills which are comparable in terms of content, scope and level with one or more study units or components of study units. An exemption is granted on the basis of acquired competencies, i.e. previously passed examinations in higher education or in view of knowledge and skills attained outside higher education.
- Faculty Board:** Head of the faculty (Article 9.12, paragraph 2 WHW).
- Final examination:** A degree programme is concluded with a final examination. If the study units in the degree programme have been completed successfully, then the final examination will be deemed to have been completed (Article 7.10 WHW).
- Higher Education and Research Act (abbreviated to 'WHW'):** The Higher Education and Research Act, Bulletin of Acts and Decrees 1992, 593, and its subsequent amendments.
- Honours Programme:** Institution-wide Honours programme.
- Institution:** University of Twente (Universiteit Twente).
- Institutional administration:** The Executive Board of the University of Twente (Article 1.1 WHW).
- Minor profile:** Elective space conferring 30 credits that the student can also fill with offer outside the programme.
- Module:** A total of 15 credits of one or more study units, in which the student's programme-specific knowledge, skills and attitude are developed and assessed as far as possible in an integrated and/or coherent manner.

- Osiris:** System designated by the institutional administration for registration and for providing information on all relevant data related to the students and the degree programme, as referred to in the WHW.
- Practical exercise:** A practical exercise as referred to in Article 7.13, paragraph 2d WHW is a study unit or a study unit component emphasising an activity that the student engages in, as described in the programme-specific appendix.
- Programme Committee (OLC):** Committee referred to in Article 9.18 WHW, in *Dutch Opleidingscommissie*.
- Programme Director:** The person appointed by the faculty board to administer the programme (Article 9.17 WHW).
- Student:** Anyone enrolled in a programme in accordance with Article 7.34 and 7.37 WHW.
- Study advisor:** Person appointed by the faculty board who acts as contact between the student and the university, and in this role represents the interests of the student, as well as fulfilling an advisory role.
- Study unit:** A programme component as defined in Article 7.3, paragraph 2 and 3 WHW. Each study unit is concluded with an examination.
- Study workload:** The time an average student needs to learn the course material. The study workload comprises project work, independent study, lectures and writing assignments, for example. The study workload is expressed in ECTS credits according to the European Credit Transfer System.
- Test:** An evaluation of the student's knowledge, understanding and skills as well as an assessment of the outcomes of that evaluation. A test is part of an examination. If the examination for a study unit consists of a single test then the result of that test will count as the result of the examination.
- Teaching period:** The period in which a study unit is offered. This period starts in the first week in which an educational activity takes place for the study unit concerned and ends in the final week in which an educational activity takes place and/or a test is administered for the study unit concerned. Resits are not part of the teaching period. This period may sometimes not be the same as a quarter (a quarter of an academic year).
- UT:** University of Twente.
- WHW:** The Dutch Higher Education and Research Act (see above).
- Working day:** Any day from Monday to Friday with the exception of official holidays and the prearranged compulsory holidays ('brugdagen') on which the staff are free.

The definition of all other terms used in these regulations is in accordance with the definition accorded by statute.

Appendix 2: List of mandates per examination board

Behavioural Sciences

Mandates to the programme directors of the programmes within the jurisdiction of the examination board Behavioural Sciences:

- *Bachelor and Master Communication Science*
- *Bachelor and Master Psychology*
- *Educational Science and Technology*

1. Students' requests to deviate from the prerequisites: starting BSc and MSc thesis or courses

In the Bachelor EER in art. 2.1.2. paragraph j and in the Master EER art. 2.1.5 paragraph 3 and 4 (MSc) is stated that "The examination board⁸ is authorised in individual cases to deviate from paragraph d, f, h and i (BSc) and paragraph 3 and 4 (MSc), if strict adherence to those provisions would result in an unacceptable delay in study progress. In consultation with the study advisor, the student may submit a proposal to the examination board for this". The examination board Behavioural Sciences decided to mandate the decisions to deviate from the prerequisites (f.i. starting with Bachelor or Master thesis or courses without fulfilling all stated criteria) to the educational programmes in question. *The programme management will report (once per year) to the examination board on all decisions taken in this matter.*

2. Electives in the master programme

The examination board Behavioural Sciences decided that the programmes of the master Communication Sciences, Educational Science and Technology and Psychology can decide on requests of students for approval of a maximum of 10EC elective courses offered by the University of Twente or other Dutch universities. In cases of requests for electives from foreign universities the examination board Behavioural Sciences still will decide. In these cases an advice from the programme (director) will be reclaimed. *The programme management will report (once per year) to the examination board on all decisions taken in this matter.*

3. Appointing examiners for a thesis committee

In the R&G, art. 4.01 paragraph 1 and 2 it is stated that the examination board appoints examiners at the start of the year and, upon substantiated request from the program management team, during the academic year.

The examination board Behavioural Sciences mandates the decision to appoint an examiner for a thesis (Bachelor or Master) during the academic year to the director of this programme if the following conditions for appointment apply:

- The proposed thesis examiner is on the approved list of examiners of one of the other programmes that the examination board Behavioural Sciences is involved with (Bachelor and Master Psychology, Bachelor and Master Communication, Master Educational Science and Technology).
- The proposed thesis examiner meets all other criteria that apply to supervisors for the thesis for the programme.

⁸ It is important that the student is still able to achieve the final attainment levels of the programme. In light of this consideration, this authorisation has been formally conferred to the examination board, as they are the ones to ensure that a student who achieves the final attainment levels is able to graduate.

- The examiner meets the criteria that apply for examiners of the programme as listed in the R&G and EER-PSA.

The programmes will report (once per year) to the examination board on all decisions taken in this matter.

4. Supervisor on thesis committee after leaving the UT

In the R&G Art. 4.02 b in addition paragraph 3. is stated “examiners whose employment relationship with the UT ends (e.g. due to retirement or job switch) while sitting on (a) thesis committee(s), may continue to sit on these committees as examiner until the students concerned have graduated, with the prior written approval of the corresponding examination board”. The examination board Behavioural Sciences mandates the decision on requests for approval of maintaining a supervisor on a thesis committee of a current thesis project, for a maximum extension of one year, to the programmes.

The programme management will report (once per year) to the examination board on all decisions taken in this matter.

5. Process before signing the diploma

To formalise an existing practice, the board has mandated the process and actions taken towards the signing of a diploma to the persons involved mentioned in the overview below for the programmes Bachelor and Master Psychology, Bachelor and Master Communication, Master Educational Science and Technology.

	Process
1.	Check SPO by BOZ
2.	Check SPO by BOZ for Cum Laude
3.	Check SPO by Educational Programme
4.	Letter for examiner/supervisor in case of two diplomas (Cum Laude) on behalf of EB by Educational Programme
5.	Making diploma (diplomas) by CES
6.	Letter declaration of success (slaagverklaring) signed by BOZ on behalf of the EB by BOZ
7.	Signing the diplomas (incl. supplements) by chair EB or a member of the EB
8.	BOZ will register every step in this process in the student file in JOIN

The programme management will report (once per year) to the examination board on this matter (i.e., whether there were incidents, special cases, or deviations from the above)

Governance Sciences

Mandates to the programme director of the programmes under the jurisdiction of the examination board Governance Sciences:

1. The mandate in decision-making regarding decisions to deviate from the prerequisites to start with the bachelor or master theses.

Interdisciplinary Sciences

Mandates for PSTS:

1. Exception on prerequisites regarding starting the Bachelor or Master thesis
Based on the fact that there is no formal task for the BMS examination board in the EER on starting the Bachelor or Master thesis, the BMS examination board decided to mandate the decision-making process regarding whether a student is allowed to start the graduation phase when the student does not yet meet the prior knowledge requirements laid down in the PSA, to the programme management. Taking effect from 1 November 2015. At the end of the academic year, the programme management reports on this mandate to the (Interdisciplinary Sciences) examination board.
2. Electives in the master programme
In the MSc EER 2015-2016 (art. 1.1. paragraph 6) is stated that *“The statutory authority of the examination board applies to all study units of the student's degree programme.”* The Interdisciplinary Sciences examination board decided that the educational programme of the Master Philosophy of Science, Technology & Society can decide on requests of students for approval of a maximum of 10EC of elective courses offered by the University of Twente.
In cases of requests for electives from other Dutch universities or foreign universities the Interdisciplinary Sciences examination board still will decide. In these cases an advice from the programme (director) will be reclaimed.
The programme management will report (once per year) to the examination board on all decisions taken in this matter.
3. Exception on pre-requisites to participate in a specific course
In the meeting of 14 October 2019, the Interdisciplinary Sciences examination board decided to mandate the PSTS programme management to make a decision if a student requests an exception to the prior knowledge requirements. This decision is made after assessing the specific situation of the student and, if applicable, after consulting the lecturer(s) involved. The mandate has been granted with effect from the academic year 2019-2020.
At the end of the academic year, the programme management reports on this mandate to the Interdisciplinary Sciences examination board.
4. Supervisor on thesis committee after leaving the UT
The Interdisciplinary Sciences examination board decided that the educational programme of the Master Philosophy of Science, Technology & Society can decide on requests of students for approval of maintaining a supervisor on a thesis committee of a current thesis project, for a maximum extension of one year.
The programme management will report (once per year) to the examination board on all decisions taken in this matter.
5. Allocation of examiners appointed in the programme PSTS to the courses
The Interdisciplinary Sciences examination board decided that the educational programme of the Master

Philosophy of Science, Technology & Society will allocate the examiners, appointed by the examination board IS within the programme, to the courses of their personal discipline.

6. Check qualifications students for a combined master thesis project

The Interdisciplinary Sciences examination board decided that the educational programme of the Master Philosophy of Science, Technology & Society can decide on requests of students for approval to perform a combined master thesis project.

The board determined the following criteria:

- a. Both graduation projects need to be executed completely by fulfilling all ECs of both programmes
- b. The student may use one thesis for both theses but two different research projects need to be clearly visible. If the student wants to execute one thesis for both programmes the thesis should contain:
 - a general introduction
 - at least one distinct research question per Master programme (i.e. two distinct studies)
 - per study a specific theoretical and methodological framework, results section, discussion and conclusion.
- c. The board would like to make you aware of the fact that with a general introduction you create the expectation that there is also an overarching conclusion in which insights from both studies are combined.
- d. The data you collect may be used for both theses.
- e. The thesis may be defended in a combined colloquium.
- f. At least one supervisor from both programmes needs to be appointed in the thesis committee.
- g. Both assessment procedures need to be done independently on parts that are relevant for each Master specialisation.

The programme management will report (once per year) to the examination board on all decisions taken in this matter.

Mandates for ECB-EMM-LMM

1. Exception on prerequisites regarding starting the Master thesis

Based on the fact that there is no formal task for the BMS examination board in the EER on starting the Bachelor or Master thesis, the BMS examination board decided to mandate the decision-making process regarding whether a student is allowed to start the graduation phase when the student does not yet meet the prior knowledge requirements laid down in the PSA, to the programme management. Taking effect from 1 November 2015. At the end of the academic year, the programme management reports on this mandate to the (Interdisciplinary Sciences) examination board.

2. Allocation of examiners appointed in the programme ECB, EMM and LMM to the courses

The Interdisciplinary Sciences examination board decided that the educational programme of the Masters ECB, EMM-LMM will allocate the examiners, appointed by the examination board IS within the programme, to the courses of their personal discipline.

3. Check qualifications of students for a combined master thesis project

The Interdisciplinary Sciences examination board decided that the educational programme of the Masters ECB, EMM-LMM can decide on requests of students for approval to perform a combined master thesis project.

The board determined the following criteria:

- a. Both graduation projects need to be executed completely by fulfilling all ECs of both programmes.
- b. The student may use one thesis for both theses but two different research projects need to be clearly visible. If the student wants to execute one thesis for both programmes the thesis should contain:
 - a general introduction
 - at least one distinct research question per Master (i.e., two distinct studies)

- per study a specific theoretical and methodological framework, results section, discussion and conclusion.
- c. The board would like to make you aware of the fact that with a general introduction you create the expectation that there is also an overarching conclusion in which insights from both studies are combined.
- d. The data you collect may be used for both theses.
- e. The thesis may be defended in a combined colloquium.
- f. At least one supervisor from both programmes needs to be appointed in the thesis committee.
- g. Both assessment procedures need to be done independently on parts that are relevant for each master specialisation.

The programme management will report (once per year) to the examination board on all decisions taken in this matter.

Management Sciences

Mandates to the programme directors of the programmes within the jurisdiction of the examination board Management Sciences:

For all programmes

1. The examination board Management Sciences mandates the programme directors of all programmes under its jurisdiction to assign the examiners appointed by the examination board to certain study units or parts of study units.
2. The examination board Management Sciences mandates the programme directors of all programmes under its jurisdiction in decision making regarding 3rd chances due to Covid-19.

For the Bachelor's International Business Administration:

1. The mandate in decision-making regarding individual students' qualifications that allow them to start their BSc theses in International Business Administration.
2. The mandate in decision-making regarding BSc electives in International Business Administration (as stated in the PSA IBA).
3. The mandate in decision-making regarding the Study Abroad in International Business Administration.

For the Master's Business Administration:

1. The mandate in decision-making regarding individual students' qualifications that allow them to start their MSc thesis Research Proposal (study unit 201500101) in Business Administration.
2. The mandate in decision-making regarding individual students' qualifications that allow them to start their MSc thesis Research Project (study unit 201500102) in Business Administration.
3. The mandate in decision-making regarding individual students' qualifications that allow them to start their MSc thesis in the Double Degree programme (course code 194100040)
4. The mandate in decision-making regarding MSc electives in Business Administration.

For the Bachelor's Industrial Engineering & Management sciences

1. The mandate in decision-making regarding individual students' qualifications that allow them to start their BSc theses in Industrial Engineering & Management sciences.
2. The mandate in decision-making regarding BSc electives in Industrial Engineering & Management sciences.

3. The mandate in decision-making regarding the individual programmes for elective semesters;
4. The mandate in decision-making regarding deviations from the prerequisites to prevent study delay (other than starting with the Bachelor thesis).

The examination board Management Sciences has decided to mandate decision-making regarding the appointment of examiners for mathematical study units within the IEM bachelor programme to the examination board of the EEMCS faculty ("Introduction to Mathematics + Calculus 1A for IEM" (Q1), "Calculus 1B for IEM" (Q2), "Calculus 2 for IEM" (Q4)) and Linear Algebra for IEM (Q7).

For the Master's Industrial Engineering Management:

1. The mandate in decision-making regarding individual students' qualifications that allow them to start their MSc theses in Industrial Engineering & Management.
2. The mandate in decision-making regarding MSc electives in the Industrial Engineering & Management study programme.
3. The mandate in decision-making regarding the individual programmes for elective semesters.

All mandates are issued on the condition that the related programme director will report to the examination board on a regular basis on all decisions taken under a mandate.

Appendix 3: Road map appointment examiners

When	Who	What
May	Executive secretary	Send email to PMT with information of examiners who's waiver will expire the next academic year
May-June	Executive secretary	Prepares draft letters for appointment examiners: -meeting all requirements -appointed with a waiver -not appointed because waiver expired
June	Examination boards	Decide on contents of appointment letters
June-early July	Executive secretary/ Registry	Shares list of all potential examiners available in the HR database (AFAS) with PMT via programme coordinators.
Late July-early August	PMT / coordinators	Indicate proposed examiners: programme/thesis on list. If PMT wants to appoint examiners who do not meet the requirements (MSc/PhD), they add sufficient motivation for the EBs to take a decision.
Late July-early August	PMT / coordinators	Return list to Executive Secretary and Registries.
Early August	Executive Secretary/ Registry	Merges lists and prepares documents.
Late August	Examination boards	Appoint (or reject) examiners in their meeting.
Late August	Executive secretary/ Registry	Sends letters to examiners.
Late August	Executive Secretary	Sends overview of appointed examiners to PMT.
Late August	Executive Secretary	Sends overview of appointed examiners to CES for Osiris Docent
September	Executive secretary	Handles reactions from examiners/PMT